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ABSTRACT

The paper describes three programs designed to produce strategic thinkers capable of improving the quality of human services in a variety of areas (business, health care and human services, government, military, and industry). The programs are: (1) a doctoral program in children and youth studies; (2) a doctoral program specialty in vocational, technical, and occupational education; and (3) the postgraduate Snowmass Institutes on Strategic Planning and Management. Preceding the program descriptions is a review of data concerning what happens to students as they move through their required years of public schooling and into the workforce or pursue additional education. The data suggest a need for thinking strategically about education and training in an advanced technical society. It is concluded that graduate programs tend to prepare a specialist as a service provider or a manager of a relatively small unit or establishment, when what is actually needed in today's society is a generalist perspective which spans numerous disciplines and applies across several diverse establishments. Contains 20 references. (GLR)

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TOWARD THE 21ST CENTURY: PREPARING STRATEGIC THINKERS IN GRADUATE AND POSTGRADUATE EDUCATION

by

Warren H. Groff, Ed.D.

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TOWARD THE 21ST CENTURY: PREPARING STRATEGIC THINKERS IN GRADUATE AND POSTGRADUATE EDUCATION

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Introduction

The ultimate goal of graduate and postgraduate education is to design programs to promote improvement in the quality of services that are provided in a variety of different contexts and systems -- health care and human services, business and industry, government and military, and education and training.

The ultimate goal at the undergraduate level is to provide a series of learning experiences to prepare individuals to conduct a safe practice of **service** in a particular role, **leadership** at the individual and team member level. The ultimate goal at the first graduate level is to provide a series of learning experiences to prepare individuals to conduct a refined practice of service in a particular role and/or to **manage** the safe practice of several service providers, **leadership** at the multiple person level. The ultimate goal at the second graduate level is to provide a series of learning experiences to prepare individuals to (a) conduct a more refined practice of service; (b) engage in basic research to contribute to the knowledge base in a narrow field of specialization or a broad field of pursuit; or (c) manage major units or establishments of society -- **leadership to shape** the direction of the quality of service, a field of research, or institutions, unilaterally or through interagency coupling.

The ultimate goal of postgraduate education tends to focus on refining the role of the service provider, basic researcher, or manager. In some cases, an individual may have intended to become a manager at an early stage of professional development. In other cases, a service provider or basic researcher becomes a manager for a variety of reasons. Regardless of method or path, the ultimate outcome should be a higher level of **leadership** -- **strategic thinking** about **visions of a better future** which can be translated into a **preferred scenario** including a **scope of work** which includes a **human resources development component.**

This paper describes two doctoral and one postgraduate programs intended to produce **strategic thinkers:** (a) a doctoral program in children and youth studies; (b) a doctoral program specialty in vocational, technical, and occupational education; and (c) the postgraduate Snowmass Institutes on Strategic Planning and Management.

Need for Strategic Thinking

Although the distance is only a few feet when elementary-school children move their chairs to form reading groups, it is a move which often determines the direction for the rest of their lives. The advanced reading group often becomes the academic or high quality vocational track students of tomorrow and the low reading group often becomes the low quality vocational track or general track students or dropouts of tomorrow.(1)

Data collected in 1983 for the National Longitudinal Survey of Labor Market Experience provide insight about what happens to students as they move through their required years of public schooling and into the workforce or pursue additional education. Of 100 students entering high school, 76 graduate and 24 drop out. Of the same 100 students, including dropouts, 19 graduate from a four year college and 16 complete some other type of postsecondary education program or training; 38 go directly to work; and 27 either are unemployed, not in the labor force, or in training programs they will not complete. Of the 76 students who stay in school and graduate, 34 graduate from a vocational curriculum, 31 graduate from a general curriculum, and 11 graduate from an academic curriculum.(2)

The figures for dropout rate and curriculum completion by gender and racial/ethnic background are quite different.

		Blacks		Hispanics		Whites	
		Males	Females	Males	Females	Males	Females
Dropouts	24	48	45	42	30	21	19
Completion	76	52	55	58	70	79	81
Vocational	34	17	21	21	35	26	38
General	31	29	29	29	28	36	31
Academic	11	6	5	8	7	17	12

Of those students who have not dropped out, Sedlak estimates at least two-thirds of the students are disengaged from their learning.(3)

Statistics on progress made by persons from different backgrounds as they are processed through the contemporary traditional educational pipeline from high school to graduate school are as follows:(4)

	White	Black	Hispanic
Graduate from high school	83%	72%	55%
Enter college	38%	29%	22%
Complete college	23%	12%	6%
Enter graduate school	14%	8%	4%

Data about disabled, handicapped, at-risk, and illiteracy are important in this discussion. Approximately

15 % of individuals are disabled or handicapped. Analysis indicates that as high as 65 % of inner city school children may be at risk. While 13 % of white Americans 17+ years of age are functionally illiterate, 43% of black and 56% of Hispanic Americans 17+ years of age are functionally illiterate.

Other data are important to consider. While 1 in 4 white Americans is under 17, 1 in 3 black Americans and 1 in 4 Hispanic Americans is under 17. Nearly 90% of the USA's Hispanics live in nine states: California (6.6 million, 23% of the state's population), Texas (4.1 m, 24%), New York (2.1 m, 12%), Florida (1.5 m, 12%), Illinois (.8 m, 7%), Arizona (.6 m, 18%), New Jersey (.6 m, 8%), New Mexico (.5 m, 35%), and Colorado (.4 m, 11%). The number of Hispanics in the USA is growing five times faster than the total population. U.S. Hispanics, now at 20 million, will grow to 29 million by 2000 - 10% of the population. By 2025 Hispanics will be the largest minority group in the U.S. Aggregate demographic data need refinement.

The contemporary traditional eductional model that has evolved over the years is a set of discrete institutions that are labeled primarily by the age range of their students: nursery schools, day care centers, kindergarten, elementary schools, junior high schools, senior high schools, two year colleges, four year undergraduate colleges, universities with graduate programs, and post graduate institutions. "People working in each of the above institutions have virtually no connection with all the others and little awareness of educational activity provided by the total".(5)

Vocational, technical, and occupational (VTO) education is at a crossroads. VTO education in the U.S. was conceived and developed for an industrial society. For the past several decades, however, the U.S. and other industrialized nations have been making the transition into an early technical era. During the 1990s the U.S. and other nations will move into an advanced technical era. VTO must be restructured to reflect the society of which it is a part. More importantly, however, VTO must be restructured to be reflective of the evolving advanced technical era.(6)

These data clearly suggest the need for thinking strategically about education and training in an advanced technical society with some bold and creative ways for achieving greater equality of opportunity for all people through restructured establishments and entirely new caring and learning paradigms.

Child and Youth Studies

Introduction. Nova University developed a field-based program in early childhood education in 1972. The program was extended to include study in middle childhood in 1974. Participation is open to educators, counselors, social service personnel, psychologists, and other helping professionals. Each student must complete five study areas, two practicums, and two Summer Institutes. Formal instruction takes place in clusters, a cohort of 20 to 30 professionals in a geographic area. This program is currently being offered to approximately 300 candidates in 12 cluster sites.(7) The Ed.D. Program in Early and Middle Childhood was used to develop the Ed.D. Program in Child and Youth Studies by specifying program/student learning outcomes, strengthening the emphasis on proactive leadership, and adding three areas of specialization: (a) School Management and Instructional Leadership for Excellence - SMILE, (b) Management, and (c) Special Services. CYS begins with "Leadership I" and ends with "Leadership II".

Faculty committed themselves to a "systems approach" of tracking students to document "value added" to determine the extent of growth for several areas of professional development specified in program/student learning outcomes. This included (a) refinement of the assessment of personal data variables at the beginning of the program, (b) documentation of professional development learning activities by each student in a journal, and (c) assessment of outcomes at the completion of the program. This last phase will also include an assessment of impact of the graduates at points after graduation.

Leadership I. Students in CYS began by taking "Leadership I" intended (a) to highlight mega conditions and the need for strategic thinking and transformational leadership, (b) to discuss the relationahip between human resources development and organizational developent and have each student specify an **Individual Development Plan** for her/his doctoral studies, and (c) to define a number of contemporary social problems and related issues. The rationale for "Leadership I" was based on the idea that each student would benefit more fully from CYS if s/he had a better understanding of (a) the type of leadership needed today and in the future, (b) who s/he is now and wants to become in the future and the context and culture of the establishment in which s/he works, and (c) major problems of today's era and the complexity of issues of a limited number of problems.

"Leadership I" consisted of three sessions, one Saturday for three consecutive months. Each session consisted of four blocks of time which varied slightly in

length based on objectives: (a) early morning, (b) late morning, (c) early afternoon, and (d) late afternoon.

Session #1. Prior to the meeting of the first session, each student wrote a brief statement about the context in which s/he works, listed several problems that intrude on her/him, and wrote a paragraph or two about three or four problems. During the first session, the faculty member discussed the distinction between strategic thinking and operational planning (Attachment A) and discussed mega problems and historical and anticipated change - demographic, social, economic, technological, governmental, values.

Each student completed the four tests listed in the previous section of this document. The scores were used to form groups to accomplish learning objectives. For example, the modified Myers Briggs was used to group students into Pragmatic Managers, Strategic Manager, Pragmatic Humanists, and Strategic Humanists to discuss 25 mega problems identified during the 1988 national election.

The late afternoon included a brief explanation of stages of human development and stages of organizational development so that students understood the next assignment. Session #1 was concluded by reviewing significant concepts and their implications, a "synthesis and evaluation" activity reinforced by the submission of a one sheet display with the second assignment. The value of a structured synthesizing learning experience in the form of a diary or log is documented by Toby Fulwiler in The Journal Book.(8)

Session #2. Prior to the meeting of the second session, each student submitted a paper on her/his stage of professional/personal development, stage of organizational development for her/his work context, and concluded with an **Individual Development Plan.** Session #2 was dedicated to a deeper understanding of stages of adult dvelopment and stages of organizational development. Maximum synergism in an establishment can be achieved when leadership has specified and communicated a **vision** and the organization and human resources development plans are in harmony and synchronization with the vision -- **MS = OD + HRD.** The session concluded with synthesis and evaluation which was reinforced with a single sheet submitted with assignment 3.

The last unit consisted of specifying issues for various problems. The national lecturer used two examples: (a) teachers and (b) cultural diversity. Students were grouped on the basis of learning style to outline issues relating to problems of their choice. The session concluded with a review of significant concepts and the implications.

Session #3. Prior to the meeting of the third session, each student submitted a paper on two problems, detailing issues for each problem. The purpose of this activity is to help students "define problems". Each student distributed a one page copy of of the two problems s/he selected and made a five minute presentation on one or both of the problems. Each student had a basic understanding of a number of major problems and accompanying issues.

The first part of the afternoon was dedicated to proposal development. An overview was presented that started with forces that develop social consensus which produce bills in Congress. The example used was the Sputniks of 1957 and the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. The linkage was traced from bills to laws, to regulations, to guidelines, to requests for proposals. The essential elements of a good proposal were discussed. "Cultural Diversity" was used as a topic for proposal development.

The second part of the afternoon was dedicated to **strategic thinking.** Demographic, social, economic, technological, governmental, and values changes were discussed for the 1980s and 1990s.(Attachment B) A case was presented for developing viable **alternative education** programs. A detailed plan was presented for "Developing Information Age Learning Paradigms".(9)

Other Program Components. Students are progressing through the three year program. They have completed their first specialization seminar and the first Summer Institute on the theme "Power On: Using Technology to Enhance Learning".(10) Students are working on Practicum I. Other study areas include Research and Evaluation I and II; Human Growth and Development I, II, and III; and Political Processes and Social Issues. Students will be working on the second specialization seminar in tandum with the second Summer Institute which will be on the theme of "Leadership."

Leadership II. "Leadership II" will begin with a synthesis and evaluation of significant concepts and their implications from all previous learning experiences. The second session will focus on developing visions of the future and preferred alternative scenarios. The third session will focus on transforming preferred scenarios into policy and a scope of work.

CYS represents a total faculty and staff commitment to redesign and restructure of a doctoral program to produce a new type of service provider. This type of program is what is needed to create new caring and learning environments such as suggested by the National Association of State Boards of Education in Right From the Start.(11)

Vocational, Technical, and Occupational Education

Introduction. Nova University developed field-based doctoral program specializations in (1) higher education; (2) adult education; and (3) vocational, technical, and occupational education. Each student must complete five core seminars, two specialization seminars, five practicums, two week long Summer Institutes, a comprehensive examination, and a Major Applied Research Project. The program is currently being offered to approximately 500 candidates at 13 cluster sites in 11 states.

During the 1980s, a new format was designed and implemented for specialization seminars in these three programs to (a) integrate specialization seminars with the week long Summer Institute and (b) engage students in higher order cognitive skill development. The new format was used for "Personnel - Human Resources Development" (P-HRD) in 1984 and "Emergence of Vocational, Technical, and Occupational Education" (E-VTO) in 1985. An analysis of Cycle 1 yielded a paper entitled "Preparing Agents of Change in Vocational, Technical, and Occupational Education".(12) P-HRD was offered again in 1986 and E-VTO was offered again in 1987. An analysis of Cycle 2 yielded a paper entitled "Preparing Transformational Leaders in Vocational, Technical, and Occupational Education".(13) Cycle 3 consisted of P-HRD in 1988 and E-VTO in 1989 and yielded a paper entitled "Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education".(14)

Pre Summer Institute. During the winter term each student received (a) a cover memorandum, (b) Overview and Contract Packet, (c) Study Guide for the appropriate seminar, and (d) Synthesis Paper Guide. In addition each cluster was provided a video tape of the national lecturer explaining the program. Each student viewed the tape, negotiated a learning contract with the national lecturer for the three required and two elective units, and completed assignments. Each student was required to complete an analysis of the significant concepts and implications for each of the required and elective units and display the information on a single page. In addition, each student brought information for distribution to other students: information about the changing **workforce** in 1988 and information about the changing **workplace** in 1989. Each student was requested to read Perspectives on the Education and Training System of the Future (15), "The Learning Community of the Future: Education and Training in the 21st Century" (16), and "Achieving Excellence Through Strategic Planning".(17)

Summer Institute. The specialization seminar met on Sunday afternoon. The national lecturer reviewed the Nova

University philosophy, the VTO education specialization, and the P-HRD specialization seminar in 1988 and the E-VTO specialization seminar in 1989. Each student distributed to peers a copy of a one page Analysis 1 of required and elective units.

The national lecturer made a brief presentation on strategic planning (Attachment A) followed by a detailed explanation of anticipated changes in the 1990s (Attachment B). Information collected by students was exchanged. In 1989, the information emphasized technological advances and the impact on the **workplace.** To emphasize diversity and individualization, each student took the Kolb learning styles inventory, the Torrance hemisphericity test, a modified Myers Briggs test, and "Leader Effectiveness and Adaptability Description" test. Students were divided into groups based on Myers Briggs scores and asked to discuss what society would be like in the 21st century and the implications for vocational, technical, and occupational education. Students met in small groups throughout the week to develop alternative scenarios of the future.

The theme of the 1988 Summer Institute was "Continuing The Commitment To Excellence: Enhancing Institutional Effectiveness". The keynote address entitled "Access, Articulation, and Assessment -- 3 A's for Research on Students" was delivered by Dorothy M. Knoell of the California Postsecondary Education Commission. The theme for the 1989 Summer Institute was "Preparing the Workforce for 2001: Educating the At-Risk Student". The keynote address entitled "Minorities in Higher Education: Confronting a Time Bomb" was delivered by Manuel J. Justiz, Chaired Professor of Higher Education, University of South Carolina. Mr. Justiz was former Director, National Institute of Education. Nationally renowned speakers made presentations throughout the weeks on various topics related to the theme for each Summer Institute.

The specialization seminar met on Saturday morning and heard group presentations of alternative scenarios. Then the national lecturer made a presentation on changing conditions and outlined a comprehensive multiyear plan of action on "Developing Information Age Learning Paradigms".

Synthesizing Experience. Each student integrated Analysis 1, significant concepts and implications from the papers, with Analysis 2, ideas obtained at the Summer Institute. The synthesis papers were of high quality.

Since 1984, the specialization has provided services to 116 students throughout the U.S. and several foreign countries. P-HRD 1990 and E-VTO 1991 will contribute to developing **strategic thinkers** who can help to transform vocational, technical, and occupational education.

Snowmass Institutes on Strategic Planning and Management

Introduction. The Snowmass Institute for Advanced Management Studies was founded in the summer of 1975 to offer week long programs in management and marketing for college and university personnel. Since then, hospital administration was added as an institute. The goal is to uniquely combine professional development activities and relaxation in one package. Sessions are included in the morning and early evening, leaving the afternoon and late evening open so participants can take full advantage of the tremendous entertainment and recreational opportunities in the Snowmass/Apen area.

During the fall of 1980, two persons with background in strategic planning were asked to develop a conceptual framework for a week long workshop on the topic "Strategic Planning and Management". After four years, a beginning and an advanced workshop were run concurrently in 1985.(18) Models were always a part of the Institutes. In 1988, two in depth case studies were added to the program and units were developed on special topics.(19) In 1989 the Institutes were focused on "strategic planning" and "strategic management".

Format of the Week. Monday consists of an overview, the roots of strategic planning and management, models of strategic planning, and a number of special topics such as program review, institutional effectiveness, and outcomes assessment. Tuesday consists of assessment of the external environment - demographic, social, economic, technological, governmental planning/political, and values change; special topics include grantsmanship/resource development and functional analysis, particularly for enrollment management and for strategic planning and resources development. Wednesday consists of an in depth analysis of case studies. Throughout the first three days of the week participants are asked to list strengths and weaknesses from an audit of the internal environment of the institution and to list opportunities and threats from the assessment of the external environment. Thursday consists of integration and scenario development based on strengths and opportunities.

Scenario Development and Strategic Thinking. Great quantities of demographic, social, economic, technological, governmental planning, and values data were discussed throughout the week. Participants were divided into groups based on planning preferences as measured by the Myers Briggs. Scenarios varied considerably based on preference. Friday consisted of the presentation on "Developing Information Age Learning Paradigms" and extensive discussion about strategic thinking.

Conclusions

No moral and sensible nation dare continue to ignore the changing demographic, social, and economic conditions of the family and the devasting impact on children and youth in the U.S. The reports on education reform indicate that the U.S. must revolutionize the field in a thoughtful and responsible fashion. Bold and creative ways must be developed to help prepare **strategic thinkers** at the graduate and postgraduate levels.

University faculty with extensive background and experience engage in research about the preparation of service providers, the context in which service providers work, and the needs and wants of clients to be served. These university faculty must then translate that information into learning experiences to assist persons to attain a high level of proficiency in order to provide statesman-like leadership in a variety of contexts.

University faculty in vocational, technical, and occupational education have a particularly unique role to play. They are constantly involved with technology, interpreting its impact on the workforce and the workplace. Seminars and workshops should be made available on these topics to prospective teachers and for individuals employed in education at various levels.(20)

Graduate programs tend to prepare a **specialist** as a service provider, and sometimes as a manager of a relatively small unit or establishment. Many contemporary problems require a **generalist** perspective which spans numerous disciplines and transcends several diverse establishments. Many Nova University graduates attend Summer Institutes to continue their lifelong learning. Many participants in the Snowmass Institutes return for a second time to continue their learning. Complexity of society's problems and participant interest indicate a need for a more formally structured interdisciplinary postgraduate program.

Numerous issues will be important in the years ahead. No issue will be more important, however, than the development of the critical mass of intellectual capital, **strategic thinkers** who can use the **tool** of strategic planning and create **visions** of a better future and then have the **will** to reshape contemporaty traditional establishments and to create entirely new caring and learning environments for an advanced technical era.

Footnotes

1. Jill Rachlin. "The Label That Sticks." U.S. News and World Report. July 3, 1989. Vol. 107. No. 1. P. 51-2.

2. Paul B. Cambell and Nancy F. Puleo. "What Happens To High School Students?" Vocational Education Journal. October 1986. Vol. 61, No. 7. Pp. 21-22.

3. Michael Sedlak. Selling Students Short: Classroom Bargains and Academic Reform in the American High School. New York, NY: Teachers College Press, Columbia Univesity, 1986.

4. Jana Cardoza. "Colleges Alerted: Pay Attention to Minotities - or Risk Future Survival". ETS Developments. Autumn 1986. Vol. XXXII. NO. 2. Pp. 8-10.

5. Harold L. Hodgkinson. All One System: Demographics of Education, Kindergarten through Graduate School. Washington, DC: Institute for Educational Leadership, 1985.

6. John G. Wirt, Lana D. Muraskin, David A. Goodwin, and Robert H. Meyer. Summary of Findings and Recommendations. Washington, DC: U.S. Department of Education, 1989.

Other volumes are as follows:

II. Implementation of the Perkins Act
III. Secondary Vocational Education
IV. Postsecondary Vocational Education
V. Handicapped and Disadvantaged Students -- Access to Quality Vocational Education

7. Warren H. Groff. "Preparing Advocates of Public Policy in Early and Middle Childhood". Analysis of "Political Processes and Social Issues" for Clusters 17, 18, and 20, Nova University, 1987.

Warren H. Groff. "Proactive Advocacy of Public Policy In Early and Middle Childhood". Presented at the Nova University Summer Institute in Early and Middle Childhood on the Theme "Improving the Quality of Life of Children", Washington, DC, July 12, 1988.

8. Toby Fulwiler (ed). The Journal Book. Portsmouth, NH: Boynton/Cook Publishers, 1987.

9. Warren H. Groff. "Prepraring Proactive Transformational Leaders". Formative Evaluation of "Leadership I" Seminar. Ed.D. Program in Child and Youth Studies, Nova University, June 1989.

10. Congress of the United States, Office of Technology Assessment. POWER ON: New Tools for Teaching and Learning. Washington, DC: U.S. Government Printing Office, 1988.

11. Right From the Start. Alexandria, VA: National State Boards of Education, 1988.

12. Warren H. Groff. "Preparing Agents of Change in Vocational, Technical, and Occupational Education." Nova University Higher Education Program, August 1985. ED 272 247. Abstract in Resources in Education, December 1986.

13. Warren H. Groff. "Preparing Transformational Leaders in Vocational, Technical, and Occupational Education." Nova University Higher Education Program, December 1987. ED 290 860. Abstract in Resources in Education, July 1988.

14. Warren H. Groff. "Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education". Nova University, 1989.

15. Warren H. Groff. Perspectives on the Education and Training System of the Future. Columbus, OH: The Ohio State University Clearinghouse on Adult, Career and Vocational Education, 1986. ED 272 774.

16. Warren H. Groff. "The Learning Community of the Future: Education and Training in the 21st Century." Paper presented to the Commission on the Future of Community Colleges, American Association of Community and Junior Colleges, April 1987. ED 280 538. Abstract in Resources in Education, August 1987.

17. Warren H. Groff. "Preparing Transformational Leaders in Vocational, Technical, and Occupational Education." Nova University Higher Education Program, December 1987. ED 290 860. Abstract in Resources in Education, July 1988.

18. Warren H. Groff. "Report of the 10th Annual Management Institute on the Topic 'Strategic Planning and Management'", August 1985. ED 267 665.

19. See Footnote 16.

20. George J. Pallrand. "Science, Technology, and Public Knowledge". Forum of the Florida Education Association. Spring 1989. Pp. 14-17.

STRATEGIC THINKING

INTERNAL

AUDIT

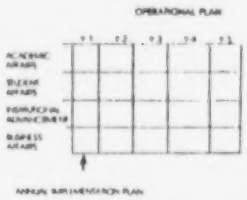
VISIONS: ALTERNATIVE SCENARIOS

1. 21st CENTURY
2. 1990s - 2nd HALF

PREFERRED SCENARIO

EXTERNAL

ASSESSMENT



OPERATIONAL PLANNING

A Framework For Specifying Opportunities And Threats

VARIABLES	Opportunities	Threats
Demographic		
Social		
Economic		
Political		
Technological		
Information		
Values		

STRATEGIC THINKING

INTERNAL AUDIT		EXTERNAL ASSESSMENT	
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

VISIONS — ALTERNATIVE SCENARIOS

A PREFERRED SCENARIO

VISIONS OF THE FUTURE

	1955	1985	2000	2020
	Postindustrial Society	Early Technical Society	Advanced Technical Society	
HEALTH AND HUMAN SERVICES				
BUSINESS AND INDUSTRY				
GOVERNMENT AND MILITARY				
EDUCATION AND TRAINING				

1990s: Transition To An Advanced Technical Era

1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000

Demographic

graying of America

graying of America

graying of America

cultural diversity

cultural diversity

cultural diversity

Social

Decade for Children and Youth

Special groups -
- elderly
- Native Americans
- Afro-Americans
- Hispanics
- Asians

Economic

Europe 1992 — Central America CM — Emergence of Global Integrated Economy
Canada-US-Mexico — North & South America CM
Limited South American Common Market
Pacific Rim Common Market — Western Asia CM
Limited USSR & China CM

Increase in number of multinational corporations — LBOs of MNCs — MNCs vs Nations

Technological — Miniaturization of Electronics
Superconductors & Advanced semiconductors
Communication & Information Technologies, Fax, Computers
Fiber Optics, Optics & High-definition TV
Biotechnology, Chromosome Mapping, & Pharmaceuticals
Body parts - mechanical & animal
Aeronautics
Energy - Solar, Wind, Ocean/Sea

Governmental Planning/Political

Critical Points of Intervention

1 2 3 4 5 6
1990-1991 1992-1993-1994-1995 1996-1997-1998-1999 2000
(1, 3, and 5 = Platform) (2, 4, and 6 = First 100 Days)

Use of electronic highways for proactive advocacy
Goal setting and leadership development projects

Values

Traditional

New Values

New Values

Warren H. Groff

Warren H. Groff is a consultant and National Lecturer for Nova University. He was Dean of Academic Affairs at Shelby State Community College in Memphis, Tennessee, for two and one-half years. He was Vice President for Academic Affairs for nine years and Director of Research and Development for two years at North Central Technical College in Mansfield, Ohio. Prior to that he served as an Assistant Dean in the College of Education at Temple University, as a consultant to the American Board of Pediatrics and the Governor's Justice Commission of Pennsylvania, as Vice President for Academic Affairs at a private college, and as the Executive Director of a consortium involving a medical college and two universities.

He has written extensively on the topics of leadership, human resources development, strategic planning, and economic development. He chaired the statewide Task Force on High Technology for the Chancellor of the Ohio Board of Regents in 1982-83. From 1978 to 1986 he chaired the Plan Development Committee of an eight county health systems agency and also served as Vice President of the 45 member Board of Directors from 1984-86. In 1984 he chaired a 44 member Consolidation Committee for School Improvement for the Board of Education for the Mansfield City Schools. He served as president of the College of Education Alumni Society of the Pennsylvania State University from July 1984 through June 1986.

He has been one of two faculty for the week-long Snowmass Institutes on Strategic Planning for the past ten years. He has conducted workshops on strategic planning for the Massachusetts Board of Regents and the Tennessee Board of Regents. He also conducted a futuring workshop for the Directors of Research, Planning, and Development of the Vocational, Technical, and Adult Education Disticts in Wisconsin and a futuring/strategic planning workshop for the Texas Association of Chief Community College Student Affairs Administrators. He has consulted with the National Center for Research in Vocational Education on numerous projects. In addition, he has helped numerous institutions with strategic planning, in writing proposals, and accreditation activities.

He teaches a variety of doctoral seminars throughout the U.S. for Nova University. He teaches Governance and Management of Higher Education, Human Resources Development, and Emergence of Vocational, Technical, and Occupational Programs in American in the Ed.D. Programs in Higher Education. He teaches Grantsmanship in Program Development and Political Processes and Social Issues in the Ed.D. Program in Early and Middle Childhood. He taught the first section of Leadership I in the new Ed.D. Program in Child and Youth Studies; he will teach Leadership II in two years and document "value added" in this new program. He also served as chair of students' dissertation and project committees for Walden University.

He was graduated from Millersville University with a B.S. in Ed., from The Pennsylvania State University with an M. Ed., and from Temple University with an Ed. D.